

Being able to interact positively with others is essential in social situations at school, at home and at work – throughout one’s life.

Schools play an important role in helping children and youth develop this essential aspect of their social development – both by teaching healthy relationship skills and by modeling healthy relationship skills in practice.

- *Students learn to reflect on their actions, respond appropriately to others, manage their emotions, recognize and control impulsive behaviour, and resolve conflict peacefully.*
- *Students learn and practice kindness, respect, and compassion for others in their actions, speech, and ways of thinking; and gain an understanding of what it means to be a “good friend/partner/ citizen.”*
- *Students cultivate and practice such qualities in their day-to-day activities and in their relationships with others within and beyond the classroom.*

In this way, children and youth come to understand and value healthy relationship skills as essential for success in social situations at school, at home and at work – throughout their lives.

BC’s provincially prescribed Health and Career Education Curricula (HCE K-7, HCE 8 and 9; and Planning 10) provide a comprehensive, age-appropriate program of learning for students to address this important aspect of their social development.

Schools are responsible for ensuring that all Prescribed Learning Outcomes are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

The Prescribed Learning Outcomes – the legally required content standards for the provincial education system that describe what students are expected to know and be able to do – can be found at http://www.bced.gov.bc.ca/irp/irp_hce.htm

Schools and families share responsibility for helping children and youth learn socially responsible behaviours.

Teachers can enlist the support of parents and families to reinforce the healthy relationship skills their children are learning.

RESOURCES

HEALTH AND CAREER EDUCATION CURRICULA

The legally required content standards for the provincial education system that describe what students are expected to know and be able to do. (i.e., HCE K to 7; HCE 8 and 9; Planning 10). http://www.bced.gov.bc.ca/irp/irp_hce.htm

BC PERFORMANCE STANDARDS – SOCIAL RESPONSIBILITY

A framework that schools and families can use to focus and monitor their efforts to enhance social responsibility among students. http://www.bced.gov.bc.ca/perf_stands/sintro.pdf

SAFE, CARING AND ORDERLY SCHOOLS: A GUIDE

Ministry of Education guidelines designed to assist schools in establishing school codes of conduct, cultivating positive school cultures and opportunities for students to interact with others in positive ways.

<http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf>

YOUR ROLE IN HELPING CHILDREN AND YOUTH DEVELOP HEALTHY RELATIONSHIP SKILLS

Schools raise student awareness of issues that may impact their social and emotional development and wellbeing.

Schools help students develop the skills they need to build and maintain positive relationships.



IN THE EARLY YEARS ...

The Health and Career Education curriculum helps students learn to reflect on their actions, manage their emotions, and practice kindness, respect and compassion for others.

KINDERGARTEN

Thoughtful, caring behaviours in families (e.g., love, helping, sharing, respect, having fun, special care for people when they are sick); differentiating between appropriate and inappropriate ways to express feelings; relationship behaviours – positive (e.g., sharing, listening, helping, showing respect for others' feelings and belongings) and negative (e.g., teasing, lying, hitting, ignoring, excluding).

GRADE 1

How families provide support and nurture for growth and development (e.g., affection, encouragement, advice, sharing); appropriate and inappropriate ways to express feelings; positive and negative friendship behaviours and the feelings that result from each; dealing with common interpersonal conflicts (e.g., taking turns, taking a time out, going to an adult or third party for help).

GRADE 2

Communication skills in friendships (e.g., active listening, asking for assistance when necessary, willingness to express feelings); appropriate ways to initiate and maintain healthy friendships.

GRADE 3

Skills for building positive relationships (e.g., active listening, using questions, co-operation, taking turns, respect, recognizing and honouring differences); nature and types of bullying behaviour (e.g., physical, verbal, social; on the playground, on the Internet); effects on those who are bullied, consequences for those who bully, and the role of witnesses/bystanders.

Some topics appear at multiple grade levels in order to emphasize their importance and to allow for developmental learning.



IN THE MIDDLE YEARS ...

The Health and Career Education curriculum helps students learn about healthy relationships in group settings, and about taking personal responsibility in their interactions with others.

GRADE 4

Interpersonal skills in relationships and groups (e.g., co-operation, inclusion, communication skills, empathy); recognizing negative group dynamics (e.g., "ganging up," social isolation or rejection, gossip, physical aggression, spectator participation, disrespectful language); strategies for responding to bullying behaviour (e.g., assess situation, assertiveness, reporting, seeking help).

GRADE 5

Assessing and setting goals for own interpersonal skills; characteristics of safe and caring schools (e.g., demonstrating empathy for others, supporting and; accepting others, promoting respect for diversity, socially inclusive behaviour, participating in school activities); behaviours that have a negative impact on a school environment (e.g., stereotyping, discrimination, physical bullying, verbal bullying, social bullying, cyber-bullying) and ways to address them (e.g., assessing the situation, avoidance, assertiveness, reporting, seeking help).

GRADE 6

Influences of friends on behaviour (positive/negative peer pressure); definitions and consequences of stereotyping and discrimination; responding to discrimination, stereotyping, and bullying behaviour (e.g., promote respect for diversity, recognize, report and seek help); school, provincial, national, and international policies and strategies for preventing and responding to discrimination, bullying, and harassment (e.g., school code of conduct, criminal code, BC Human Rights Code, Canadian Charter of Rights and Freedoms, UN Universal Declaration of Human Rights).

GRADE 7

Healthy relationships (e.g., honesty, respect, open communication, shared interests); unhealthy relationships (e.g., jealousy, dishonesty, power imbalance, manipulation, exploitation, disrespect of personal boundaries, lack of empathy); influences on relationships (e.g., peers, family, media); ways to prevent stereotyping, discrimination, and bullying (e.g., leadership skills, conflict resolution, effective communication skills, respectful language, respect for diversity).

IN THE LATER YEARS ...

As student maturity increases, the Health and Career Education 8 and 9 and Planning 10 curriculum provides opportunities for students to practice healthy relationship skills through their interactions with others within and beyond the classroom.

GRADE 8

Assessing importance of healthy relationships; school and community sources of information and support for unhealthy relationships; specific behaviours contributing to safe and caring schools (e.g., respect for diversity; free from bullying, harassment, and intimidation; inclusive social environment).

GRADE 9

Strategies for building and maintaining healthy relationships (e.g., verbal and non-verbal communication skills, compromise, consensus, effective expression of emotions, setting and communicating personal boundaries, empathy); avoiding and responding to unhealthy relationships (e.g., assertiveness, refusal skills, sticking to boundaries, establishing positive connections, recognizing and avoiding exploitative relationships, knowing how to access help); responding to bullying, discrimination, harassment, and intimidation (e.g., awareness, appropriate responses, school rules and related laws).

GRADE 10

Communication skills (e.g., active listening, asking for clarification, sharing information, accepting feedback, using questions to clarify, using "I" statements); characteristics of healthy and unhealthy relationships; relationship problem-solving strategies (e.g., assertiveness, negotiation, conflict resolution); characteristics of a safe and caring school; strategies for preventing and responding to harassment, intimidation, bullying, and discrimination; promoting respect for diversity (e.g., race, culture, gender, sexual orientation, age, socio-economics, mental or physical ability).

